900	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking & Listening **LISTENING AND SPEAKING** **AT1. Listen attentively to spoken language and show understanding by joining in and responding** **AT2. Explore the pattern and sounds of language through songs and rhymes and link the spelling, sound and meaning of words** **AT3. Engage in conversations; ask and answer questions; express opinions and respond to those of others** **AT4. Speak in sentences, using familiar vocab, phrases and basic language structures (see core structures in End of KS2 expectations on Prog ladder MFL)** **AT5. Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases** **AT6. Present ideas and information orally to a range of audiences** **AT8. Appreciate stories, songs, poems and rhymes in the language** **From NC 2017 doc**	• *Classroom phrases* • *Labelled items/rooms around school* • *Greetings and register in French*			*Currently rolling out a new SOW in Year 3 called 'Primary Languages Network'.* *See PLN materials – as of 2025/2026 (in particular DfE Attainment Targets Unit Mapping and 'Progress over KS2 in 4 skills' document.)* ***LISTENING*** Can understand a few familiar spoken words and phrases. **SPEAKING** Can say/repeat a few words and short simple phrases and would be understood by a sympathetic native speaker ***Autumn 1*** *– A new start (Greetings, feelings, numbers, colours)* ***Autumn 2*** *- Calendar and celebrations (Bonfire colours, commands, days and months, Christmas)* ***Spring 1*** *- Animals I like and don't like (Animal nouns, singular and plural, opinions, story* ***Spring 2*** *- Carnival and using numbers (Carnival, numbers to 15, core language recap, age, dates, Easter)* ***Summer 1*** *- Fruits and vegetables, Hungry Giant (Fruit and veg nouns, counting, asking politely, story, board game)* ***Summer 2*** *- Going on a picnic (Picnic story, food items, polite request) Aliens in France (Explore France, ask and answer 'where do you live?') Language Puzzle** *See Knowledge organisers:* [52073]KO_Index_French.pdf	***LISTENING*** Can understand a range of familiar spoken phrases and is able to listen for specific words and phrases. **SPEAKING** Can ask and answer simple questions and give basic information. Can pronounce familiar words and some new words accurately. *I can respond to simple classroom instructions* (taisez vous, asseyez vous, levez vous, asseyez vous correctement, croisez les bras, regardez, écoutez, levez le doigt, qui a la liste? Lève toi, fermez les livres, fermez les yeux) *I can ask and answer simple questions relating to how I get to school, what day it is and what the weather is like* (Comment va tu à l'école? Quel temps fait-il? C'est quel jour aujourd'hui?) (See substantive knowledge doc for answers to questions) *I can ask and answer questions in a survey style relating to the year 4 topic* Comment va tu à l'école? Transport survey – how do they get to school? Quel temps fait-il à Paris/Bordeaux etc.? – What is the weather like in various parts of France. (See substantive knowledge doc for answers to questions) *I can explore the pattern and sounds of language through songs* – rap to practise the pronunciation of French cities *I can join in with oral retelling of Grandmère Denise* *I can appreciate stories* – Cher Zoo by Rod Campbell on World Book Day *I can sing whole songs in French* – Old McDonald transport song; La météo – Singing French, la semaine – Singing French The aller song on Youtube – just the chorus; Eastenders days of the week 11- 20 – Singing French Où habites tu? rap	*Currently rolling out a new SOW in Year 5 called 'Primary Languages Network'.* *See PLN materials – as of 2025/2026 (in particular DfE Attainment Targets Unit Mapping and 'Progress over KS2 in 4 skills' document.)* ***LISTENING*** Can understand the main points from a series of spoken sentences (including questions.) May require some repetition. **SPEAKING** Can ask and answer simple questions on several topics and can express opinions. Can take part in brief pre-prepared tasks such as short presentations and role plays. ***Autumn 2*** *– Me and my friends at school (Recall personal information questions and answers; Introduce myself; Introduce another person; Talk about feelings; Opinions and reasons; School subjects; Likes and dislikes)* ***Autumn 2*** *– Time in the City (Recall familiar places in town/shops nouns; Places and nouns for places in a city; Simple directions around town/city; Buying an entrance ticket; Buying an item and asking the price; Numbers 0-100 and euros; Souvenir shopping roleplay; Festive jumper nouns)* ***Spring 1*** *– At the market (Recall nouns for fruit and vegetables; Extend knowledge of fruits and vegetables)* ***Spring 2*** *- Clothes (Clothes nouns Verb; to wear in French. Adjectives of size and colour School clothes Carnival outfits)* ***Summer 1*** *– Out of this World (Personal identity nouns; Questions and answers about ID Planets in French; Adjectives to describe the planets; Recall familiar language from range of topics to create an imaginary planet)* ***Summer 2*** *- Going to the sea-side (Beach bag item nouns; Sentence starters; You can + verbs as infinitives about activities at the seaside; Conjunctions; Opinions and reasons)* *See Knowledge organisers:* [52073]KO_Index_French.pdf	**LISTENING** Can understand the main points and some detail from a short, spoken passage with comprising of familiar language. **SPEAKING** Can take part in a simple conversation and can express simple opinions. Generally accurate pronunciation (to a sympathetic native speaker) *I can give and respond to simple classroom instructions* *(as in year 4)* *I can listen attentively to spoken language and show understanding by responding* - 'A Primary School in Marseille' – listen and respond to the clip by answering questions about differences and similarities between English and French schools, watching the role plays acted by my classmates; Shopping for Food in France bbc video clip – listening and responding by listening to the ingredients bought for pizza; Little Red Languages Easter Egg hunt; YOUTUBE Horrible Histories - Season 3 - Fabulous French – responding by doing a reading comprehension *I can ask and answer simple questions relating to whether there are or are not certain shops in Shrewsbury, my opinion of a food or subject* *I can explore the pattern and sounds of language and link the spelling, sound and meaning of words* – guided discovery bilingual dictionary work to practise using bilingual dictionary; Christmas tongue twister *I can conduct my own questionnaires asking someone their opinion on a food and answering the same question* –Tu aimes le poulet?/chocolat?/les olives noires? *I can sing more complex songs relating to the year 6 topics* – À la boulangerie – Singing French

			I can listen to and respond appropriately in games relating to the yr 4 topics Jacques a dit for classroom instructions, telepathic game to practise modes of transport and conjugations of 'aller'; Beat the Teacher for verb 'aller'; qui a parlé with the weather vocab; Beat the teacher to practise days of the week; Language Nut games to practise days of the week; Beat the Teacher to practise nos. 11-20; ping pong numbers to practise nos to 20; Countdown to practise the numbers and mathematical operations *I can have simple conversation with a classmate* Òu habites tu? J'habite a Shrewsbury/J'habite en Angleterre Quel temps fait il? Il fait froid		*I can appreciate stories in the language* – Listening to and responding to 'Le livre des j'aime' *I can listen to and respond appropriately in games relating to the yr 6 topics* - Jacques a dit classroom phrases, parts of the body and new verbs; qu'est qu'il manque quiz with the places around school; telepathic game with places around school; le pendu with places around school; dictionary game (First to find..); telepathic game with voici, il y a and notre ecole a; qu'est ce qu'il manque quiz with school subjects; Tourist game to practise shops around town and places around town and À Shrewsbury, il y a…? *I can perform my own role plays in French that I have written myself and use the language in a less prescribed way* – the role play is the headteacher showing parents around the places, writing frame given but certain independence given to be creative with language and use a dictionary for new vocab *I can listen and understand the role plays of my classmates* – showing parents around school *I can listen and understand more complex sentences spoken by the teacher* – using mais, et and parce que/car *I can express my opinions and give reasons why I have that opinion* – opinions on school subjects and opinions on pancake toppings (La Chandeleur) *I can hold a longer conversation in French manipulating simple language* – Tu aimes l'anglais? Pourquoi? Parce que… À Shrewsbury, il y a une boulangerie? Non, il n'y a pas de boulangerie.
		END OF KS2 expectations: *To recognise and answer the following basic questions:* *Qu'est-ce que c'est?* *C'est de quelle couleur?* *Comment tu t'appelles?* *Comment t'appelles-tu?* *Quel âge as-tu?* *Quel temps fait-il?* *Aimes-tu..?* *Tu aimes…?*			

		Où est…? *Où habites tu?* *As tu un animal?* *As tu des frères ou des soeurs?* *Quelle est la date aujourd'hui?* *Quelle est la date de ton anniversaire?* *Tu voudrais..?* *To know these CORE STRUCTURES:* *C'est…* *Ce n'est pas…* *Il y a…* *Il n'y a pas de…* *J'ai…* *Tu as…* *Il/elle a…* *Je n'ai pas de…* *Je suis…* *Tu es…* *Il/Elle est…* *J'aime…* *Je n'aime pas…* *Je voudrais…* *To understand key points and some detail in short spoken texts in familiar contexts* *To follow a story, poem, rhyme read aloud and join in as appropriate* *To follow a wide range of classroom instructions* *To take part in a simple conversation, ask and answer questions and express simple opinions*			
		PHONICS MAY NOT ALWAYS BE TAUGHT DISCRETELY , RATHER INTEGRATED INTO CONTEXT VOCAB LEARNING			
Reading **7. Develop accurate pronunciation and intonation so that other understand when they are reading aloud or using familiar words and phrases** **8. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary** **From NC 2017 doc**		**READING** AT7 - Can recognise and read out a few familiar words and phrases. *I can read and pronounce the following phonics:* **/ch/** *chat, chien* **/on/** *bonjour, mon, marron* **/oi/** *trois, noir* **/ou/** *rouge* **/é/** *bêbê, taisez vous, regardez* **/ç/** *ça va?* **/et/** *- violet, et*	**READING** AT7 - Can understand simple written phrases. Can match sounds to familiar written words. *I can read and pronounce the following phonics:* **/ch/** *chat, chien, chaud* **/on/** *bonjour, mon, marron* **/oi/** *froid, trois, onze, noir* **/ou/** *rouge* **/en/** *en bus, en vélo, vent* **/é/** *bêbê* **/ç/** *ça va?* **/au/** *mauvais* **/eau/** *beau, chaud, oiseau* **/j/** *orange, jeudi*	**READING** AT7 and AT8 - Can understand the main point(s) from a short, written passage in clear printed script. Can use bilingual dictionaries independently. Can apply phonic knowledge to find, understand and/or produce spoken and written words. *I can read and pronounce the following phonics:* **/ch/** *chat chien, chaud* **/on/** *bonjour, cochon, mon* **/oi/** *poisson* **/ou/** *souris, rouge* **/é/** *bêbê*	**READING** AT7 and AT8 - Can understand the main points and simple opinions of a longer written passage (e.g. letter, recipe, poem, story, an account. Can use a bilingual dictionary to access unfamiliar language. *I can read and pronounce the following phonics with increased accuracy:* **/ch/** *chat chien, chaud* **/on/** *bonjour, cochon, mon* **/oi/** *poisson, toilettes* **/ou/** *boulangerie, souris* **/é/** *bêbê, école, l'entrée* **/ç/** *ça va?* **/au/** *jaune*

		I can begin to notice how the letters and sounds are different to English *Year 3 topic vocab + numbers 1-10*	***/et/*** *- violet, et* *I know the letters and sounds are different to English* *Year 4 topic vocab + numbers 1-30* *Days of the week*	***/ç/*** *ça va?* ***/au/*** *jaune* ***/eau/*** *beau, chaud, oiseau* ***/j/*** *janvier, jeudi* ***/en/*** *serpent* ***/an/*** *blanc, dimanche* ***/u/*** *il y a du vent* ***/in/*** *lapin, cochon d'Inde, juin* ***/ain/*** *train* ***/et/*** *- alphabet, violet, et* *I can understand the letters and sounds are different to English and understand the importance of using the accents* *Year 5 topic vocab + numbers 1-60* *Days of the week* *Dates in the month* *Months of the year*	***/eau/*** *beau* ***/j/*** *janvier, jeudi* ***/en/*** *serpent, grand, cent* ***/an/*** *blanc, dimanche* ***/u/*** *il y a* ***du*** *vent* ***/in/*** *lapin, cochon d'Inde, juin* ***/ain/*** *train, terrain* ***/ille/*** *juillet, fille* ***/th/*** *le thé, bibliothèque* ***/et/*** *- alphabet, violet, et* *I understand that symbols such as accents, cedillas and circumflex exist in french, why they are used and what they do* *Year 6 topic vocab + numbers 1-1000+* *Days of the week* *Dates in the month* *Months of the year* *I can read any year using my number knowledge (e.g. 1978)* *I can use a bilingual dictionary to translate a French word to English and an English word to French*
		End of KS2 expectations: *To be able to read aloud with increasing confidence, accuracy and expression* *To feel confident in tackling the pronunciation of new and unfamiliar words* *To understand that some sounds and letter combinations need to be said and written differently to English* *To know that symbols such as accents, cedillas and circumflex exist in the FL, why they are used and what they do* *To know numbers up to 100 is a bonus* *To know days of the week and months of the year* *To be able to find new words in a foreign language by using a bilingual dictionary*			
Writing		**WRITING**	**WRITING**	**WRITING**	**WRITING**

AT7. Read carefully and show understanding of words, phrases and simple writing **AT9. Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, incl. through using a dictionary** **AT10. Write phrases from memory, and adapt these to create new sentences, to express ideas clearly** **AT11. To describe people, places, things and actions orally and in writing** **AT12. Understand basic grammar appropriate to the language being studied** **From NC 2017 doc**		AT7 - Can write or copy a few simple words or symbols as an emergent writer of the target language. *GRAMMAR* *I have been introduced to:* *Gender of nouns* *Colours – high frequency adjectives* *Size – grand/petit* *I can write a few familiar words from memory* *I can understand that some sounds are written in different ways to English – this also applies to AT2* *I can notice (where relevant) that the definite/indefinite changes according to the gender of noun*	Can spell some familiar written words and phrases accurately and write simple sentences with limited mistakes so that the message is understood. *GRAMMAR* *I have been introduced to:* *Gender of nouns* *Colours – high frequency adjectives* *Size – grand/petit* *Intro to forming the plural* *I can begin to understand that adjectives can sometimes follow the noun* *I can begin to understand the concept of agreement of adjectives. Form sentences by selecting words from a word bank. Write some words and phrases from memory*	Can write two or three short sentences as a personal response, using reference materials / with support. Attempts to use accurately nouns and adjectives and shows awareness of the use of and conjugation of some commonly used and regular verbs in the present tense *GRAMMAR* *I have been introduced to:* *Simple negative in opinions and je n'ai pas d'animal* *Agreement of adjectives (e.g. colours)* *Coordinating conjunctions (and, but)* *Intro to 2nd person pronoun* *Opinions of fruit* *I can understand that the definite article/indefinite article changes according to the gender of the noun and whether it is singular or plural* *I can begin to use a bi-lingual dictionary to check spelling*	Can write a short text attempting to use accurately nouns, adjectives and some commonly used and regular verbs in the present tense on a familiar topic using reference materials, support if necessary. *GRAMMAR* ***I can write phrases from memory and adapt these to create new sentences*** *Il y a and il n'y a pas de work - writing their own tourism brochure of Shrewsbury.* *Simple negative in opinions (Je n'aime pas) and 'there is not'* *Definite and indefinite article + plural endings* *Subordinating conjunctions (because)* *Intro to 3rd person pronouns* *Opinions of subjects* *Word order* *I can write a short text on a familiar topic using a model and adapting language already learnt to suit my own purposes.* I can use connectives such as ***and, but*** and ***because*** to give opinions. Writing a role play to give parents a tour around the school. Writing a travel brochure of Shrewsbury/Rouen. *My writing reflects my understanding of gender of nouns, forming the plural, word order and agreement of high frequency adjectives* *I can find new words in a foreign language by using a bilingual dictionary* *I can manipulate language by changing an element in a sentence when writing short text using a model* – sentences using voici, il y a and notre école a

Purpose of study: A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.		***End of KS2 expectations:*** *To have an understanding of: gender, definite and indefinite articles, pronouns, high frequency adjectives, adjective agreement, forming the plural, word order, connectives, likes and dislikes, opinions, simple negative* *To be able to write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes.* *Writing reflects grammatical understanding, for example understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives* *Understand key points and some detail in short written texts in familiar contexts* *Years 3 – 6* • ***All pupils will know how they celebrate La Chandeleur in France, Pâques (Easter), Noël, French Revolution/Bastille Day and many traditions and superstitions associated with each celebration*** • ***International Day/Francophone Day - pupils will be introduced to new cultures/languages***